

E.W. Scripps School of Journalism Internship Task Force Recommendation

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Introduction

Upon the nationwide conversation of eliminating harassment in the workplace came how harassment affects newsrooms. More specifically, the E.W. Scripps School of Journalism has been recently forced to address how its students in internships are affected by forms of harassment. After Matt Lauer's TODAY Show firing, Scripps alumni took to Twitter, detailing experiences (both good and bad) they had during their internships while students at Ohio University. Initially, this taskforce set out to find a way the Journalism School could protect students during their internships. As we conducted more research, we found an underlying flaw in the Journalism School's internship requirement — for both advisers and students, it's simply a box to check off to graduate. For the benefit of students and as a proactive measure for the Journalism School, it could be much more than that. The premise of our executive summary is to address what the Journalism School can do to change the internship requirements for future students and to also help ensure their safety at internships.

State of E.W. Scripps Journalism School

In order for journalism students to graduate, an internship is required. Students are responsible for identifying, applying to and acquiring the internship. The internship must have at least 200 hours with an employer and can be paid or unpaid. The academic adviser must approve it. A supervisor at the student's internship must fill out a sheet grading the student's performance. Students are also required to write and turn in one paragraph detailing their experiences. We surveyed journalism students on this process of turning in internship paperwork, and a pattern emerged. Students don't feel they have an opportunity to share their experiences, good or bad, with their advisers. Students hand in a paper for advisers to sign off on, and they're sent on their way. In addition, the Journalism School has a pro tips sheet for students to set a precedent for a good impression. Before this research, we did not know that existed. The Journalism School also receives help from Karen Peters, an internship and student services specialist. She serves in this a position for the entire Scripps College of Communication, not just the Journalism School.

State of journalism schools nationwide

To gain a better understanding of university policies across the country, we took a look at the top 10 journalism schools across the country and a few others that popped up along the way. While some schools do not require an internship, others have lofty requirements that would be difficult to complete. However, many of these schools do not have readily available information about what to do if students are harassed at an internship.

Emerson College (Filters out employers)

Emerson has an entire webpage with helpful tips and information for students seeking internships . The page redirects to various professional resources and additional information about how to earn credit for an internship. The page does not have information about what to do when a student is not getting the right experience from an internship. Rather, it focuses on how to best prepare students for a professional workplace (Emerson College Career Buzz, n.d.).

The college also utilizes a portal called Handshake. The portal is a way for students to find internships and jobs that are approved by Career Services. For an employer to post an opening to the page, that employer must first sign up for an account and be approved by the university. That system gives the college a chance to filter out any employer. If students report harassment at an internship or simply did not get the experience they were promised, the portal would give the university the chance to filter out that specific employer. That employer is no longer prominently displayed to students (Emerson College, n.d.).

The University of Texas at Austin (extensive requirements)

If students at the university want to earn three course credits, they must have the internship pre-approved and register for a class to take in tandem with the internship . The students must also complete prerequisites before applying for the course. While at the internship, students are required to write weekly journals and document their work hours. At the halfway point, students must submit their journal entries for review and the employer is asked to do an evaluation of the student. Students must also schedule a meeting with their faculty supervisor at that time. At the end of the internship, students are expected to turn in all weekly journals, at least five work samples and an updated resume (The University of Texas at Austin, n.d.).

Other schools with similar systems: Rutgers University, Michigan State University

University of Missouri (Classwork to enhance the internship experience)

The Missouri School of Journalism also has a class for students to take while interning. Students are expected to turn in weekly assignments that focus on improving the students internship experience. Rather than doing basic summaries and journals, students are asked to reflect on different aspects of the internship as well as the education they received before the internship. Students learn to do self promotion, and they take a close look at newsroom culture. At the end, the supervisor must evaluate the intern. Students are doing meaningful classroom work while at the internship with the hopes of enhancing their internship experience (Missouri School of Journalism, n.d.).

Kent State University (Digital-friendly and simple)

Students at Kent State majoring in journalism or mass communications must complete an internship to graduate. To get the internship approved, students must fill out an online form and the school confirms the information with the employer. During the course of the internship,

students follow an “internship syllabus” to complete three reports about the work experience. The reports are filled out through an online application, and students are reminded throughout the course of the summer that if they are not turning in evaluations on time, they will not receive credit for their internship. Students must also submit work samples, and the employer must fill out a confidential work evaluation (Kent State University Report Form, n.d.).

Other schools with similar systems: Quinnipiac University

How other schools educate students about sexual harassment

The Newseum hosted the Power Shift Summit in January 2018 and took a deeper look into how newsrooms and universities are handling workplace harassment, especially with interns. During a segment, people from American University, Loyola University and University of North Texas had a conversation about what their universities are doing to be proactive (Geisler, March 2018). During the segment, the educators also addressed how the “Me Too” movement is opening up conversations and making people more aware about workplace harassment (Newseum, March 2018).

University of North Texas

The University of North Texas created a two-page handout detailing how to handle sexual assault in the workplace. The handout is readily available on the university’s undergraduate internship webpage underneath the section titled: “What do you need to know about sexual harassment before accepting an internship?” The handout explains what type of behavior could be considered sexual harassment and provides information on how to best handle the situation. It also includes contact information for the university’s Title IX coordinator, Inya Baiye.

The handout exists to set expectations and give students a resource so they know what to do if they are faced with harassment in the workplace, according to Baiye. The goal is to make students aware and intolerant of workplace harassment so future newsrooms are free of that issue. Students also must know the conversation about sexual harassment is taking place so if a situation arises, they have someone they feel comfortable talking to (Newseum, March 2018).

American University

Amy Eisman, director of American University’s journalism school, said the university as a whole is working to educate students about Title IX with online training. Additionally, the university will start doing more to prepare students specifically for internships.

In journalism, professionals come to speak to the classes. In Eisman’s class, students voted to look at the “Me Too” movement this semester. Students are looking into consent, how race is a part of the movement and how a generational gap persists in terms of knowledge. The conversation is able to extend outside of the classroom, and Eisman has noticed a change in the

way she asks students about their internship experience. Instead of only asking about the learning experience, she asks students if they are feeling comfortable in the workplace environment (Newseum, March 2018).

Loyola University

James Dickinson, the assistant vice president for Career Services at Loyola University, said the university is revamping the way it prepares students for internships. Instead of just focusing on how to build the best resume and answer interview questions, the training will include information about what a student can do if they see or experience inappropriate behavior in the workplace. Students can continue to use the university as a resource while at an internship and can contact human resources, the Title IX coordinators and faculty members to determine how to best handle the situation. For students, it is important to know the resources still exist even while they are away from campus (Newseum, March 2018).

Readiness for an internship

From the first day of class in Journalism 1010 at Ohio University, freshmen are told how essential an internship is to land a job post-grad. However, the loose guidelines after a student secures one could be strengthened. We believe Journalism 1010 and Journalism 2311 would be a good base for students to begin an “internship orientation.” We are proposing a more extensive checklist for students to receive that internship approval on their DARS. That includes attending internship orientation that takes place in a journalism core class, students notifying their academic adviser about their internship, responding to monthly check-in surveys (three total), having a supervisor fill out the original performance review sheet and signing up for a debriefing session with an internship coordinator when the students return to campus.

This section will explain in more detail what the internship orientation will entail. We spoke with four departments, the Survivor Advocacy Program, Counseling and Psychological Services, the Office of Equity and Civil Rights Compliance, and the Career and Leadership Development Center. All of these have resources at no cost to the Journalism School or the students. Even when a student leaves campus to complete an internship during the summer, those services are still available. However, students may not be aware of their existence or how to utilize them.

We spoke with KC Waltz, survivor advocate and case manager at SAP. She gave us some insight on what services SAP has for students and the content for the orientation. Students will learn what support they have during an internship, such as SAP’s 24/7 crisis line (Ohio University, n.d.). Students will also learn SAP assists those who have been sexually assaulted, experienced dating/domestic violence and stalking. Waltz also said SAP offers “empathy training,” which is useful for students who have not had an experience that warrants SAP’s services. Empathy training teaches students what to do and how to respond if a friend of theirs at work or a fellow Bobcat were to be assaulted or harassed.

Bradford Meyers, outreach coordinator for Counseling and Psychological Services, has provided programming for 100 different organizations and departments on campus and residence halls last year alone. The programming can be customized to suit the needs for the Journalism School. Meyers said more frequent requests include general information on CPS, stress management and compassion fatigue. However, there is a lot of room to tailor those workshops to the Journalism School's specific needs, such as mentally preparing interns for a big city, culture shock or evaluating work-related stress. It's a good way for the orientation to not be so burdensome with a lot of heavy information. It also encourages students to think of a successful internship as a well-rounded experience, not just a job.

Sara Trower, executive director civil rights and accessibility, is a good resource for the Journalism School to explain how the office works for students interning. She also recommended the Journalism School consult legal to help figure out how much protection the Office of Equity and Civil Rights Compliance can give to students with an internship that is not based on a sponsored program from the Journalism School versus ones that are like the TODAY Show. Another goal is to have students, especially freshmen, become familiar with the mandatory reporting policy and what that actually entails. Students may or may not know that Ohio University employees, including Journalism School faculty members, are required to report sexual misconduct information to the Office of Equity and Civil Rights Compliance (Sexual Misconduct, Relationship Violence, and Stalking, 2016). If a student confides in their academic adviser, it will get reported. Regardless of the policy, we believe students should be aware of their rights. In the orientation, explaining what a confidential source is and who has that right will be important. It's also important to promote the use of that language in the Journalism School. Advisers are transparent with students that they are mandatory reporters, but services can be found elsewhere. In the check-in surveys, a question regarding "confidential sources" is used to ask students if they wish to talk to someone or receive more information. We believe it's important to offer that option so students can make an informed choice should they wish to report a negative experience at an internship.

In addition, Trower agreed to help the Journalism School create a handbook and a section for students to refer back on scrippsjschool.org.

For the career preparation portion of the workshop, there are two options from the CLDC. The first is bringing in someone from the center's team to host a specific workshop. There are several topics to choose from, and each workshop lasts an hour. The two that would most benefit students heading into internships are: "Who Are You and Why Should I Care?" and "Building an Awesome Team." The first workshop focuses on networking and relationship building, and is aimed at developing a professional and personal brand. The latter focuses on what makes up a functional team and how it develops. Both could be beneficial when entering a new work environment. The workshops last an hour and cannot be shortened or tailored to fit a specific group. The other option for career preparation would be to use the CLDC's resources, but have the Journalism School make its own presentation. The center has powerpoints and a variety of

information on different career topics. Those resources could then be used to create a shorter, more tailored presentation for journalism students.

SAP, CPS and the ECRC are all interested in helping the Journalism School create a program for students to complete each semester. The orientation would better prepare students for all aspects for an internship in a new city, surrounded by new co-workers and different leadership dynamics. If an intern were to be sexually harassed or sexually assaulted during an internship, we cannot guarantee they will report to University resources. However, if that student knows there are free resources and fellow Ohio University students know there are resources, the Journalism School is creating a proactive culture within its students. Having the security to eventually confide in someone can come from being aware there are people who will listen.

Keeping tabs

A key element of this proposal is the Journalism School having the ability to monitor interns' progress while they are away from the University. There are currently no existing structures in place to do so. The Journalism School does not keep a record of how many students are completing internships at a given time, and there is no information about where those students are going, with the exception of students who are completing school-sponsored programs or who are enrolled in an internship class for credit. In this respect, the Journalism School is not in line with peer institutions. Although individual requirements vary, the majority of the universities we surveyed require students to either have their internship approved in advance or complete periodic assignments during the internship period. As previously stated in this proposal, Kent State University requires journalism students to complete an application form if they want to receive credit for the internship, as well as a report detailing their internship responsibilities and the work completed. (Kent State University, n.d.). This is just one example of the various policies universities have implemented regarding student internships. The following sections will detail how the university can keep record of students completing internships, a summary of how other journalism schools are checking in with interns and an example of what such a survey could entail.

List of interns

An important first step in supporting interns is collecting that information. The simplest way to do so is at our proposed internship orientation. Students can be made aware of when they will receive the surveys, their purpose and the kind of questions to expect. At the end of each session, facilitators can circulate clipboards to which students will add their names, contact information and where they will be interning. If students do not know until after the orientation was given, they will notify their academic adviser. Students can be informed that this information will be used to compile a master list, and any student not on the list is not eligible to receive graduation credit for their internship. Alternatively, academic advisers could be in charge of gathering that information, or an online portal of some sort can be created to maintain that list.

Emerson University uses the latter approach. The university's Career Services has a career portal that allow employers to post job and internship openings for students. (Emerson College, n.d.). There is a set timeline within each semester for employers to post positions and for students to apply to them. These timelines also dictate start and end time for the internship. Additionally, Emerson University requires all internships to meet certain criteria, detailed below:

Internship Criteria

As a member of the [National Association of Colleges and Employers \(NACE\)](#), Emerson College expects internships to meet the following criteria:

- ▶ Employers must provide a job description which includes a defined beginning and end to the experience in addition to desired qualifications.
- ▶ Interns must be supervised by a professional with expertise and educational and/or professional background in the field of experience.
- ▶ The experience must be an extensions of the classroom: a learning experience that applies knowledge gained in the classroom.
- ▶ There are resources, equipment, and facilities provided by the host employer that support learning objectives. Students should not provide their own computer, cell phone, camera, or any other equipment related to their internship.

Please visit the [U.S. Department of Labor's website](#) on wages to learn more unpaid or paid internships.

(Emerson College, n.d.)

Once the Journalism School has established a record of student internship participation, it will be able to provide support and services. The most efficient way to do so is periodically checking in while students are completing their internships. As previously discussed in this proposal, the Journalism School currently does not have a system for doing so. At other universities, check-in assignments range from weekly blog posts (Rutgers University), to a reflection of what the student has learned at the end of the internship (University of California Berkeley). We informally surveyed fellow interns at other journalism schools, as well as researched school requirements as listed on their respective websites. A short list of check-in requirements at top journalism institutions follows:

- Quinnipiac University: logging hours on online portal
- Rutgers University: weekly reflections
- Michigan State University: weekly blog post
- Kent State University: periodic reports and examples of work
- George Washington University: accompanying research assignment
- University of Texas at Austin: weekly reflections, logging work hours, midpoint evaluation with faculty adviser

- University of Missouri: accompanying internship class

After reviewing those requirements and considering the amount of time and effort they require from students, we decided a short monthly check-in survey is sufficient. It strikes a balance between ensuring students' well-being, while not overburdening them with assignments that might distract from their internship duties. Each survey is no more than five questions and encourages students to reflect upon their personal and professional experiences. As the internship progresses, the questions change to mirror students' increased knowledge and accomplishments at their respective internships. At the end of each survey, students are given the option to discuss their experiences further with either a confidential or nonconfidential source from Ohio University. This is a crucial addition because it allows students to access support services should they require them, while also protecting their privacy if they so choose. It's an opportunity for student interns to reach out and receive help if they need it, which does not currently exist in a formal sense.

The surveys should be sent out at the beginning, midway point, and end of the semester in which the student is interning. For the fall and spring semesters, we suggest sending survey No. 1 during week two; survey No. 2 during week seven; and survey No. 3 during week 15. This schedule can be adjusted accordingly for the summer semester. We recommend sending the surveys on the first day of June, July and August. Once the surveys are sent out, students will have a week to complete them. Failure to do so will result in the internship not counting toward the graduation requirement. Examples of possible surveys are as follows:

Internship check in #1

Hello! You are receiving this survey because the E.W. Scripps School of Journalism's records indicate you are completing an internship during (semester in question). We're touching base to ask about your experiences and make sure you're benefiting from your position. The following questions will range from professional development to social activities. This survey is mandatory, and must be completed within a week for your internship to count toward your graduation requirement.

* Required

Name *

Email *

Which of the following best describes your position?

Mark only one.

- ☐ Reporter
- ☐ Copy Editor
- ☐ Photographer
- ☐ Videographer
- ☐ TV or Digital Producer
- ☐ Communications
- ☐ PR
- ☐ Other

What are you most looking forward to during your internship? *

Mark only one.

- ☐ Gaining experience
- ☐ Making connections with new people
- ☐ Experiencing a new city/town
- ☐ Other: _____

Have you ever visited the city/town where you are interning? *

Mark only one.

- ☐ Yes
- ☐ No

What are you most looking forward to for this internship? What do you hope to accomplish?

Resources

During your internship orientation, you received information about support services Ohio University offers its students. Confidential resources can be accessed at <https://www.ohio.edu/equity-civil-rights/confidential.cfm>

If you wish to speak to someone at Ohio University about something you experienced at your internship, please check one of the following.

Check all that apply.

- ☐ I would like to speak to confidential resources.
- ☐ I would like to speak to nonconfidential resources. I understand by checking this box that

any information I share with Ohio University employees is subject to mandatory reporting.

Internship check in #2

Hello! You are receiving this survey because the E.W. Scripps School of Journalism's records indicate you are completing an internship during (semester in question). We're touching base to ask about your experiences and make sure you're benefiting from your position. The following questions will range from professional development to social activities. This survey is mandatory, and must be completed within a week for your internship to count toward your graduation requirement.

* Required

Name *

Email *

Internships are full of new responsibilities and new routines. Do you think you're adjusting well to your new schedule?

Have you learned anything new from your internship? *

Do you feel safe in the city/town in which you're interning? *

Mark only one.

- ☐ Yes
- ☐ No

What's one new experience you've had outside your internship? It can be an event, a restaurant, or anything else! *

Resources

During your internship orientation, you received information about support services Ohio University offers its students. Confidential resources can be accessed at <https://www.ohio.edu/equity-civil-rights/confidential.cfm>

If you wish to speak to someone at Ohio University about something you experienced at your internship, please check one of the following.

Check all that apply.

- ☐ I would like to speak to confidential resources.
- ☐ I would like to speak to nonconfidential resources. I understand by checking this box
- ☐ that any information I share with Ohio University employees is subject to mandatory reporting.

Internship check in #3

Hello! You are receiving this survey because the E.W. Scripps School of Journalism's records indicate you are completing an internship during (semester in question). We're touching base to ask about your experiences and make sure you're benefiting from your position. The following questions will range from professional development to social activities. This survey is mandatory, and must be completed within a week for your internship to count toward your graduation requirement.

* Required

Name *

Email *

What did you like/dislike about your internship? This could be related to your position, the city/town where you lived, etc. *

What's one thing you're proud of accomplishing during your internship? *

Do you feel supported at your internship? *

Mark only one.

- ☐ Yes
- ☐ No.

Do you feel as though this internship has helped you grow personally and/or professionally? Why or why not? *

Would you recommend this internship to other Scripps students? Why or why not? *

Resources

During your internship orientation, you received information about support services Ohio University offers its students. Confidential resources can be accessed at <https://www.ohio.edu/equity-civil-rights/confidential.cfm>

If you wish to speak to someone at Ohio University about something you experienced at your internship, please check one of the following.

Check all that apply.

- ☐ I would like to speak to confidential resources.
- ☐ I would like to speak to nonconfidential resources. I understand by checking this box
- ☐ that any information I share with Ohio University employees is subject to mandatory reporting.

The questions in the first survey are introductory and are intended to help students contemplate their goals for the internship. Some of the questions can also be used to gain further information about where students are interning, what positions they are undertaking and whether they are taking positions in areas they're never been. The Journalism School can use this information to determine trends, if applicable.

The second survey reflects that students have had time to settle into their internships and the surrounding area. Some questions ask about personal safety and their ability to establish a new routine. We incorporated this after reviewing university policies that are shifting to include safe work environment considerations in internship training. This information can be used to identify if particular internships may place students in an unsafe environment. Other questions give students an opportunity to tout accomplishments. This can be used as an indicator of whether internships are giving students professional opportunities.

The final survey's questions prompt students to reflect on their internship experience as a whole. The Journalism School can use this information to determine which internships are giving students adequate professional development opportunities, as well as creating a supportive work environment that encourages interns to grow as professionals. Students can also give their assessment of whether this internship is a good opportunities for classmates. The Journalism School can use this information to assess whether a particular internship --for whatever reason-- should no longer be recommended to its students.

Internship completion

When students complete their internships, as of right now, they are required only to fill out a single form. That form (available under the download link for “Student Internship Evaluation form” found at <http://scrippsjschool.org/resources/forms.php>) is severely limited, requiring very little from either the intern or the supervisor reviewing them. That form is simply not enough to adequately measure how an intern is feeling following their time at their internship, and ends up limiting what can truly be said about an internship.

In order to solve this problem, the Journalism School needs to offer resources following an internship. Ideally, that would include the opportunity to check in with an internship coordinator upon coming back to school, regardless of whether an internship went particularly well or particularly poorly. All internships should be talked about with someone who understands what makes a good experience and what students should expect moving forward. Such meetings would also serve as a tool for the school to know where students can go and expect to grow as a journalist. Advisers cannot currently do this job for students for workload reasons alone. Professors are expected to do so much at the beginning of semesters that meeting with each student who had just completed an internship would be of detriment to academics (not to mention of the mindset of everyone involved).

This coordinator would ideally be personable and highly visible within the Journalism School, and their role would be a year-round one. The coordinator’s job would be to help students find internships and prepare for those internships once obtained, to keep in touch with students throughout the course of their internship and talk to students once they return about the good and the bad. With a dedicated intern coordinator, it would be possible to schedule sessions and talk about several elements of internships — how were you treated? What did you get to do? Do you feel this experience bettered you as a journalist? How so? This meeting would present students with the opportunity to gush about their internships if they had a good experience or talk about what went wrong if they had a bad one. The coordinator should be trained to look for signs an internship didn’t go well, such as hesitancy to express concerns, in order to be able to understand what is really going on.

If necessary, students could also be once again presented with the resources available around campus, such as CPS and SAP. We need students to be able to trust this person with whom they meet to talk about what’s going on. Anything less than trust on the part of students will likely result in meetings that are only half successful and students who feel like they didn’t truly talk about their experiences. This debriefing should be required for every intern returning to school, regardless of whether the internship counted for graduation credit. That is the only way to check in with every intern as well as keep tabs on the places worth interning.

It’s important to note that if students do wish to talk to someone in the Journalism School about their experiences at their internship, they should not be required to do so with their adviser specifically. For some students, advisers serve little role outside approving classes for graduation, and for some, talking about deeply personal experiences with their adviser is a no-go. It is for that exact reason that a visible and personable internship coordinator is so important.

It is also worth, at the very minimum, updating the paperwork interns must complete upon returning to campus. The paperwork as it is now has no teeth, no repercussions for inaction or for completing it at a level below one's full ability. To work to better that, we propose the Journalism School changes the form required in order to have a completed internship on file. This new form should be required for every intern every time. This paperwork, as proposed below, would keep some elements of the paperwork as it stands now but will also go more in depth. This change reflects the Journalism School's increased emphasis on supporting interns and desire to increase awareness about the good and bad when students are out on internships. We recommend that the first page stays the same (but perhaps has more room for supervisors to explain their thinking) but the second page changes dramatically. Those changes are as follows:

DATE:			TOTAL HOURS TOWARD GRADUATION EARNED:	
STUDENT:			PID#: P _____	
ADVISER:			TRACK: N&I BJ6906 Strat Comm BJ6907 CVA BJ6910	
CATALOG OF ENTRY (e.g. 2013-2014)			MONTH/YEAR EXPECTED GRADUATION:	
SEMESTER FALL / SPRING / SUMMER			INTERNSHIP YEAR:	
PAID YES / NO	AMOUNT PAID	HRS. PER WEEK	Number of approved internships you have completed:	Personal website url (if you have one):
HOME ADDRESS			CITY, STATE	ZIP CODE
EMAIL:			PHONE:	

What type of company did you work for?

What skills did you use during this internship?

What skills did you gain during this internship?

How do you think you could have been better prepared for this internship?

How would you say this internship went? (Answer in no fewer than two sentences.)

What was a high point of this internship? (Answer in no fewer than two sentences.)

What was a low point of this internship? (Answer in no fewer than two sentences.)

What is one thing you would change about your internship, given the chance? Explain your reasoning.

Do you think this internship was valuable to you? Please explain why or why not.

Would you recommend other students do this internship?	YES	NO
Would you do this internship over again, given the chance?	YES	NO
Was it hard to find housing or a place to stay for this internship?	YES	NO
Do you think this position was in an intern-friendly location?	YES	NO
Did you get the chance to work with other employees or interns?	YES	NO
Did you get from this internship what you hoped to when you accepted the position?	YES	NO

Are you proud of the work you did while at this internship?

YES NO

Please contact the journalism school internship coordinator, Jane Doe, at doej@ohio.edu to set up an appointment to turn in this paperwork, discuss your internship further and debrief.

This change in paperwork to include more specific questions does not inherently make the form more difficult to fill out, but it does require more thought on the part of the intern. As it goes into more specifics, this form would also be more valuable for the Journalism School as a whole. It assumes the best-case scenario for each internship, but also provides outlets for those looking to express concerns. This is not a major change, but would reflect a shift toward openly and outward valuing the experiences of students who do internships. It also represents an increased focus on not only the experience itself, but also how the student felt about it. A form modified to more closely match the one presented would give a coordinator a jumping-off point and would require students to think more critically about both the good and bad of their experiences.

Conclusion

To better protect interns from sexual misconduct, the E.W. Scripps School of Journalism first needs to make some improvements to the internship program as a whole. Our research shows the school needs to keep better tabs on its students while they are away. Future interns should be required to go through some sort of pre-internship training before they leave campus. Throughout the internship, the Journalism School should check in with students periodically to monitor their progress in both professional and personal aspects. Once students return to Ohio University, they should meet with someone to discuss their experiences in-depth. This process will provide several points of access to resources, should students need them.

We recommend the Journalism School establish short-term and long-term goals to implement those procedures. In the short term, we believe it would be feasible to start the pre-internship training. In the long term, we recommend Scripps seriously consider hiring an internship coordinator that is specific to the Journalism School. That way, the internship surveys and post-internship debriefs can be incorporated into the curriculum. In making this recommendation, we are in no way implying that Karen Peters is not a competent internship coordinator. The scope of her responsibilities is simply too great for her to be able to take on the additional duties we are proposing. With the high number of journalism students who are completing internships at any given time, we believe a separate coordinator is necessary to sufficiently monitor student progress and address potential issues, should they arise.

By showing students their experiences are important and that they themselves are valued, the Journalism School can show that it cares about students beyond just as names on a piece of paper. Training interns to be their best possible selves and then checking in when they return to

campus shows that the school cares about more than just the companies students will be able to namedrop. More importantly, we see these suggestions as a way for the E.W. Scripps School of Journalism to establish itself as a leader. Information about other schools' internship policies is very accessible to the public. However, search for policies, initiatives or plans how universities are protecting their student interns from harassment, and not a lot comes up. We can set that example. As the E.W. Scripps School of Journalism further establishes itself as a serious player in academia's programs, we urge the school to contemplate an internship coordinator. Not only would it be an action that centralizes the internship requirement, but the Journalism School could be one of the first to come up with a policy that others schools could model. As a training ground for the next generation of journalists, Scripps can send a clear message: Sexual harassment in any form will not be tolerated. We will protect our students and teach them to be advocates for themselves and their colleagues. We will make it known.

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